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ABSTRACT

The Rural Library Training Project was undertaken to design and implement a basic training curriculum for the staff of rural libraries in Alberta, Canada. Phase One of the project, which began in December 1984, is described in the First Phase Report published in April 1985. This first interim report describes the Phase Two/Three activities from April 1 through September 30, 1985. These activities consist of the design of the curriculum, the development of initial courses, and the beginning of the field test of those courses. Throughout the project, three specific areas of research will be addressed: the nature of the training needs common to library staff in rural public and school libraries and the demographics of this target group; a cost effective method of delivering training of this nature to this widely distributed population; and how the resources of many types of institutions may be organized into a delivery network to effectively deliver this training. This report also includes preliminary data about the students enrolled in the field test, evaluation methods, and projected activities for the balance of Phase Two/Three. A brief overview of activities projected for the remainder of the project and a selected bibliography conclude the report. Appendices include the proposed curriculum, student registration forms (and data), student assessment forms, forms for those who do not complete courses, and the external evaluator's report for Phase Two/Three. (Author/THC)

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A COOPERATIVE PROJECT

for the

DEVELOPMENT AND DELIVERY OF TRAINING

to

RURAL LIBRARY STAFF ACROSS ALBERTA

PHASE TWO/THREE

FIRST INTERIM REPORT

Submitted to:
Program Planning and Development Branch
Alberta Advanced Education

Submitted by:
Southern Alberta Institute of Technology
Grant MacEwan Community College

October 1985

IR051409

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Rural Library Training Project

Phase Two/Three
First Interim Report

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External Evaluation of Phase Two/Three First Interim Report

ABSTRACT

The purpose of the Rural Library Training Project is to design and implement a basic training curriculum for the staff of rural libraries in Alberta. Phase One of the project began on December 1, 1984 and is described in the **First Phase Report** published in April 1985. This **Phase Two/Three First Interim Report** describes the activities from April 1 through September 30, 1985. These activities consist of the design of the curriculum, the development of initial courses, and the beginning of the field test of those courses. This report also includes preliminary data about the students enrolled in the field test, evaluation methods, and projected activities for the balance of Phase Two/Three.

Included at the end of this report is the external evaluator's report for the same time period.

Report prepared by
Marilyn Ming and Gary W. MacDonald

PROJECT OBJECTIVES, EVALUATION, AND RESEARCH

The Rural Library Training Project is organized into three phases:

Phase One: Planning and Analysis
Phase Two: Development of Instructional Units
Phase Three: Field Testing

The phases are not sequential but were divided in the original proposal in terms of the major activity of the phase. Thus, over the duration of the project the phases will continue to overlap.

The objectives and activities of Phase One were reported in the **First Phase Report**, issued in April 1985. It detailed the procedures and results of an extensive needs analysis conducted throughout Alberta. This needs analysis determined the education levels, demographics, and training needs of the staff of small rural school and public libraries. It also included a survey of Library Board chairpersons and school superintendents to determine employer support for a training program, and a survey of Further Education Council coordinators and the directors of the Educational Consortia in Alberta to determine human and material resources available. In addition, the report described the results of a literature search and described discussions with library consultants

throughout the province.

Specific objectives for Phase Two of this project are to:

1. settle the credentialling issues with major stakeholders and the advisory committee,
2. outline a basic curriculum based on survey data and consultant input,
3. develop design parameters and write specific objectives for each instructional unit,
4. determine relevant courses already available in the province and review existing relevant material, deciding its potential for modification and use in a distance mode,
5. contract and orient content experts in development of instructional units,
6. write, edit, and produce courseware, including audio, visual, and graphic support materials, in a form suitable for field testing,
7. develop competency-based course evaluation instruments, including pre-tests and post-tests for each instructional unit,
8. revise the field-tested courses and begin to develop the balance of the courses,
9. determine possible cost-effective delivery methods, and
10. establish nature of cooperation among other institutions.

For Phase Three, the objectives are to:

1. select field test sites, considering the mode of instruction, the delivery system, and the availability of adequate numbers of students (in the pilot phase, a variety of delivery methods may be tested involving a group physically located in one area and a group widely scattered geographically),
2. deliver courses to the sites selected,
3. evaluate the effectiveness of the courses delivered using the pre-test and post-test evaluation instruments, and
4. make recommendations based on the tested modes of instruction and delivery for the establishment of the post-project delivery system and network.

At the end of the project the summative evaluation will measure the project's success at achieving its original objectives by answering the following questions:

1. To what degree have the project's curriculum and instructional units met the training needs of rural library staff and produced a measurable increase in library competence?

2. To what degree has the project designed and developed a delivery system and network that can continue to provide library skills training in a cost effective manner?

In addition, throughout the project three specific areas of research will be addressed. In Phase One, the first question was the only one to be completely addressed with questions two and three explored but not definitively developed. Their completion will occur by the end of Phase Two/Three. Progress toward their completion will be addressed in this report.

1. What is the nature of the training needs common to library staff in rural public and school libraries and what are the demographics of this target group? This question was addressed in the **First Phase Report**, and the results of that report form the basis for subsequent developments.

2. What is a cost-effective method of delivering training of this nature to such a thinly distributed population?

3. How can the resources of many types of institutions be organized into a delivery network to effectively deliver this training?

CURRICULUM DESIGN

Objectives:

Outline a basic curriculum based on survey data and consultant input.

Develop design parameters and write specific objectives for each instructional unit.

From the middle of February through May 1985, library consultants from throughout Alberta met to discuss the curriculum for the project. Using the results of the Phase One survey and their own experience and knowledge, they reviewed proposed objectives and alternative formats for the curriculum.

Two of these consultant meetings were conducted face-to-face, while the others were audio-teleconferenced. All were audio-taped for verification of comments and suggestions. The Proposed Curriculum (Appendix A) and working objectives for each course were developed (*). The consultants represented Alberta Culture, Alberta Education, regional library systems, library technician programs, and other interested

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(*) Although the working objectives are not included in this report, Appendix A includes a brief summary of the scope of each course.

agencies. Participants in the meetings are listed at the end of this section.

The enthusiasm of these consultants was at times overwhelming. All were anxious to participate and to use their extensive knowledge and experiences to thoroughly analyse and discuss the curriculum. Often the discussions became quite animated as the consultants argued over the general objectives for the curriculum, over the format of the curriculum, and about the specific working objectives for each of the proposed courses.

It was agreed that short courses directly applicable to small libraries would be most suitable, and that there should be a combination of required and elective courses. Although each of the proposed courses had a champion among the consultants who felt it should be a required course, eventually a consensus was reached that four courses should be compulsory and the remainder should be electives. Various combinations of courses such as several technical process courses combined with public service courses were proposed. In most cases a review of the data gathered in the needs analysis phase resolved the issues. The consensus was that the combination of required and elective courses would ensure that individual needs could be met as well as a certain competency level achieved by those who finish the curriculum.

In addition to the development of objectives for the curriculum, several other factors were considered by the consultants: the desirability of a certificate, the format of the curriculum and requirements for a certificate, the number of courses and their length,

the acceptance of library technician courses, and the development of a unique course designed to foster professional development.

The survey data indicated that almost 80% of the respondents felt it was important to receive a certificate at the end of their studies. The consultants also agreed with the importance of some sort of official recognition for students who had completed most of the objectives of the curriculum. Receiving a certificate would be a tangible goal that would motivate students. Employers could recognize this certificate for employment and salary purposes.

Because the curriculum is so comprehensive representing all the basic skills required to operate libraries, the consultants recommended a two level certificate. This would allow students to achieve some recognition within a reasonable period of time. The survey data supported the recommendation, although there was no clear preference for the length of time that the students were prepared to spend working toward a certificate. A basic level certificate was proposed that could be achievable within two years by a student willing to spend six hours per week for thirty-six weeks a year. An advanced certificate represents the equivalent of another year of study at the same rate. The advanced level certificate would provide some incentive for students to continue to develop their skill levels and thus to achieve more of the objectives of the curriculum.

Curriculum Design

The survey data indicated that many of the respondents had completed one or more library technician courses offered by SAIT and GMCC through distance education. Since the library technician courses cover the same skills as the proposed RLT courses, the consultants recommended that they be recognized for credit toward the certificate. However, most of the library technician courses will receive more credit toward the certificate since they are longer and more comprehensive than the RLT courses. The distance education technician courses are also transferrable to the two-year day Library Technician diploma programs and so those who are interested in transferability are well-advised to take available SAIT/GMCC courses since they can be applied to either program.

As detailed in the Proposed Curriculum (Appendix A), the basic unit of credit is one instructional unit (IU) which represents the equivalent of nine to twelve lecture hours of content or eighteen hours of student time spent in studying, group/tutor discussions, assignments and examination. Thus most of the RLT courses will carry two instructional units (IUs) of weight while most of the SAIT and GMCC courses will carry three IUs weight toward the certificate. It will be possible for students to take a combination of RLT, SAIT, and GMCC courses for their certificate. It will also be possible for students to take only RLT courses and still earn their certificates.

In order to meet the overall objectives of the curriculum, seventeen courses which cover all aspects of small library service are proposed. In order to earn a basic certificate students must complete

nineteen IUs consisting of four required and six elective courses. For an advanced certificate twenty-seven IUs are required.

The consultants also recommended the inclusion of a course that would encourage rural librarians to maintain their library skills through participation in conferences, workshops, and seminars. Many of these continuing education activities provide valuable learning experiences that are not easily duplicated in course material. RLT 39, Professional Development, will provide the mechanism for granting credit for participation in conferences, etc., as well as teaching students how to select conferences, develop objectives for attending conferences, prepare applications for conference funding, and prepare reports summarizing their learning experiences. Besides the consultant recommendations, library board chairpersons and school superintendents have informally expressed support for such a course by expressing their dismay at their librarians' inability to report on a conference for which they have received funding.

Participants in the curriculum design meetings and their representative stakeholders are:

Elaine Boychuk, College Librarian, Mount Royal College (formerly library consultant, teacher-librarian).

Pat Cavill, Director, Marigold Regional Library.

Barbara Clubb, Assistant Director, Library Services, Alberta Culture.

Tony Fell, Program Head, Library Technician Program, Grant MacEwan Community College.

Blanche Friderichson, Consultant, Alberta Education.

Louise Frolek, Consultant, Yellowhead Regional Library (representing

both school and public libraries).

Bonnie Gray, Consultant, Library Services, Alberta Culture.

Marsha Kennedy, Consultant, Alberta Solicitor General (interested in training prison inmate library staff).

Rowena Lunn, Consultant, Marigold Regional Library.

Gary W. MacDonald, Program Supervisor, Library and Information Technology, Southern Alberta Institute of Technology.

Wesla Maguire, Coordinator, Library Services to the Handicapped, Alberta Culture.

Audrey Mark, Consultant, Marigold Regional Library.

Pat McNamee, Consultant, Library Services, Alberta Culture (formerly consultant for Southern Alberta Library Services).

Chris Nelson, Consultant, Library Services, Alberta Culture.

Mike Parkinson, Distance Education Coordinator, Library and Information Technology, Southern Alberta Institute of Technology.

Arlene Thompson, Consultant, Yellowhead Regional Library (representing both school and public libraries).

Melody Wood, Consultant, Parkland Regional Library (representing both school and public libraries).

EXISTING COURSES

Objective:

Determine relevant courses already available in the province and review existing relevant material, deciding its potential for modification and use in a distance mode.

In order to determine what relevant material exists and its potential for modification, library education programs in Alberta and other Canadian library distance education courses were examined.

Within Alberta there are four post-secondary institutions which offer library education courses: the Faculty of Library Science and Faculty of Education at the University of Alberta, the Faculty of Education at University of Calgary, the Library and Information Technology Program at SAIT, and the Library Technician Program at GMCC. Although the university faculties have occasionally offered instructor-delivered courses off-campus, there is no legacy of resource materials appropriate for distance delivery. GMCC has two of its courses packaged for distance delivery in the form of a series of videotapes and supporting print materials. SAIT has eight distance education packaged courses consisting of correspondence-style print

materials and some supporting audiovisual materials.

In addition, other library distance education materials were examined: **Library Work for Community Librarians** prepared by the British Columbia Library Services Branch, **The Library Assistants Course Workbook** adapted from a New Brunswick library course by the Nova Scotia Provincial Library, and **Library Management** prepared by the Correspondence School Branch, Alberta Education.

All three of these courses are in a one-package format designed to be used solely in a correspondence mode. The skill levels are very basic, with the total course consisting of single units on each of various library skills. Although the number of estimated hours necessary to complete the courses is not stated, each unit in each course would appear to take about five to six hours. Thus while the students taking the B.C. course have eighteen months to complete the course, they most likely would spend approximately one hundred hours on the course. The Nova Scotia course is structured along similar timelines. The Alberta correspondence course is a high school level library skills course consisting of four units with five lessons in each unit. Each lesson could be completed in about two hours, thus making this course approximately forty hours in length.

The material in the B.C. course has been updated recently and meets some of the RLT objectives. Thus it was worth serious consideration. However, each unit is so brief that extensive work would be required to increase the content in order to meet all the objectives for the RLT equivalent course. The material is also not in a machine-readable form

that could be used in the RLT project. The Nova Scotia course is no longer offered in that province because of the need for extensive updating, and so is not useful to the RLT project either. The Alberta Education correspondence course is a high school level library skills course no longer offered because of its outdatedness. The stated objectives for the Alberta Education course are "to make efficient use of any library he might visit, ... to take proper care of their [sic] personal libraries, to select books for themselves and for others with more understanding" which are much more limited than the objectives of the RLT proposed curriculum.

In order to determine whether the existing distance delivery materials produced by the GMCC and SAIT programs could be used or modified in the development of RLT courses, the overall goals of the Library Technician/Library and Information Technology programs were compared with the goals of the Rural Library Training Project. Then the specific objectives of the ten existing distance education courses were compared with the specific objectives of the proposed RLT courses as determined by the needs analysis and the recommendations of the library consultants.

At first glance it might be expected that there would be much commonality in the goals and objectives since there is a need in every library to perform the same functions; however, libraries differ in size, clientele, and areas of specialization. The purpose of the library technician programs is to train students to work in a variety of environments including large public, academic, and special libraries.

Existing Courses

Stress is on thorough knowledge of technical processes such as Level 2 AACR2 cataloging, acquaintance with hundreds of reference tools, and various roles and levels of management in large institutions. While technicians are also trained to work in small public and school libraries, this is only one aspect of their training. On the other hand, the intent of the RLT curriculum is to provide specific training for people who primarily work in small school and public libraries. The emphasis is on utilization of available resources and the ability to perform every type of library procedure in a smaller environment.

Despite the differences in goals, there is enough similarity in specific objectives to permit portions of the existing ten distance education courses to be incorporated into the RLT courses with varying degrees of modification (see chart on next page).

Existing SAIT/GMCC Courses	RLT Courses
LIT 120, Introduction to Libraries	RLT 12, Introduction to Basic Library Procedures and Terminology
LIT 221, Circulation Systems	RLT 29, Circulation
LIT 527, Children's Materials	RLT 24, Collection Development, Reader Guidance, and Programming for Children
LIT 232, Library Marketing	RLT 22, Library Marketing
LT 105.5, Technical Processing I LIT 123, Acquisitions	RLT 27, Acquisitions and Serials
LT 205.5, Technical Processing II	RLT 28, Collection Organization

COURSE DEVELOPMENT

Objectives:

Contract and orient content experts in development of instructional units.

Write, edit, and produce courseware, including audio, visual, and graphic support materials, in a form suitable for field testing.

After the development of the RLT curriculum in May 1985, course authors were contracted to develop the first courses. These contracts were modeled after those used by Athabasca University and were let in two stages. The first was for developing a course map and the second for preparing the actual course. After an initial orientation, authors prepared course maps based on the working objectives that were prepared by the consultants and the project coordinator. These course maps consist of learning objectives, specific tasks, proposed activities, and proposed resources for each unit of the course. When the course maps were approved, the authors proceeded to begin the actual development of each course.

Course Development

Several common design parameters were established for the courses. Since each course except one is worth two instructional units, each course should take approximately the same amount of time to complete. Each course had to be deliverable in several distance delivery modes: on-site instructor, teleconference, and correspondence with a telephone tutor. Although the number of modules in each course might vary, the modules must be grouped into six segments of approximately equal size. Each segment is the basis for a student contact session in the form of an on-site class, a teleconference class, or a tutor telephone call.

Each course is arranged in discrete modules with a common format consisting of:

Why statement	The front cover of the module includes an overview of what students are going to learn in the module, why it is important to them, and how the module relates to the preceding or subsequent modules in the course.
Specific objectives	The next page contains a list of the specific skills the students are going to acquire during the Module. It also lists the text to be read and audiovisual materials to be used in the Module.
Topic sections	Each specific objective is presented in one or more topic sections. Each topic section is divided into one or more of the following subsections: Reading, Viewing, Listening, Commentary, For Discussion, Activity.
Review Questions	Each module contains review questions so that the student can test herself on the material covered in the module. These questions are of the multiple-choice, true-false, short answer types.

Assignment — Each module contains an assignment which must be submitted to an instructor or tutor. For the most part these assignments are designed to test the applicability of the material to the student's own library. An assignment for each module provides the student with constant feedback as to her progress.

In addition to the content modules, there is included in each course package an instructions module that describes the course's overall objectives, material and human resources, the evaluation methods, and any unique procedures. An answer booklet containing the answers to the review questions for each module is also included with each course package.

Most courses will include one or more supporting resource materials such as textbooks, audiotapes, 35mm slides, videotapes, etc. In some courses printed documents such as policy statements and periodical articles will be included as appendices when reprint rights can be obtained.

Some courses contain modules specific to school or to public libraries. RLT 13, Basic Library Management, for example, contains two versions of Module Seven. One deals specifically with legislation and policies for public libraries and the other with recommendations and policies for school libraries. Students work on the version appropriate for their own library, but receive both versions.

Six courses were chosen for development and field testing based on the Phase One survey data and consultant recommendations. These six consist of the four required courses and two of the electives which were

highly ranked as perceived training needs in the survey results.

Three courses will be field tested between September and December 1985:

RLT 11, Program Orientation and Study Skills (a prerequisite for all other courses)

RLT 12, Introduction to Library Procedures and Terminology (a prerequisite to the rest of the courses)

RLT 13, Basic Library Management (a required course)

Three additional courses will be field tested between January and May 1986:

RLT 14, Information Services (a required course)

RLT 28, Collection Organization (approximately 65% of survey respondents reported training needs in this area)

RLT 32, Microcomputer Applications for Small Libraries (77.8% of survey respondents reported this as a training need)

Course authors have a choice of writing methods. They may submit their manuscripts in hand-written or typescript format or they can use the SAIT computer facilities directly. If they choose to submit hand-written material or typescripts, a word-processing secretary enters these modules into a disk file on SAIT's academic VAX/VMS computers. A draft version is printed for editing and returned to the author with the editor's comments for corrections. Alternately the authors may use a terminal and modem in their homes and enter their course materials directly into a disk file on the VAX/VMS computers. In this mode, both the author and the editor can ask questions and send comments via electronic mail to each other. An interactive terminal to terminal phone system also allows for comments and online conversations, which is

especially helpful when the author has only one phone line into her house and has it tied up with the modem. As each module reaches completion, a draft copy is printed and sent to the author with the editor's comments. Revisions are then done directly into the disk file by the author.

Final editing is done online by the editor and final copies for reproduction are produced on letter quality Xerox printers. Art work for the first courses has been prepared by SAIT's Educational Media Services and printing has been done by SAIT's Graphic Services.

Review questions for each module, and questions for pre-tests and post-tests are entered into question banks on SAIT's CML (Computer Managed Learning) system. Each test item must be coded as to module and objective number so that every objective in each course can be tested. Pre-tests and post-tests are drawn from the same question banks to standardize these evaluation instruments. These questions are drawn from the question banks and reproduced in hard copy for duplicating and mailing to students

In addition, each author must prepare an instructor's manual for the course. This manual contains directions similar to lesson plans for each student contact session, whether it be for on-site instructors, for teleconference instructors, or for telephone tutors. The instructor's manual includes a list of objectives and suggested activities, instructions for marking assignments, overhead transparencies (for on-site instructors), and other supplemental materials.

Course Development

The authors of the first six courses and their qualifications are:

Elaine Boychuk, B.L.S., Professional Diploma in Education; College Librarian, Mount Royal College; former library consultant, curriculum librarian, teacher-librarian, university sessional lecturer (RLT 13, Basic Library Management).

Tony Fell, M.L.S.; Program Supervisor, Grant MacEwan Community College Library Technician Program; former cataloger, high school teacher (RLT 28, Collection Organization).

Maureen Hunter, M.L.S.; Librarian, Access Alberta; former teacher-librarian, library consultant (RLT 12, Introduction to Library Procedures and Terminology).

Marilyn Ming, M.L.S., Professional Diploma in Education; Project Coordinator, Rural Library Training Project; former library technician instructor, media consultant, teacher-librarian, university sessional lecturer, librarian in public and university libraries (RLT 11, Program Orientation and Study Skills).

Colleen Tobman, M.L.S.; former librarian in public and university libraries, junior high and high school teacher (RLT 14, Information Services).

Catherine Williams, B.Ed.; teacher-librarian, Calgary Board of Education; extensive experience in applications of microcomputers to school libraries, in design of instructional packages, and in writing and editing various publications (RLT 32, Microcomputer Applications for Small Libraries).

COURSE EVALUATION

Objectives:

Develop competency-based course evaluation instruments, including pre-tests and post-tests for each instructional unit.

Evaluate the effectiveness of the courses delivered using the pre-test and post-test evaluation instruments.

Six evaluation instruments have been developed or are in the design stage: a student registration form, pre-tests and post-tests for each course, a student assessment form, a form for those who do not complete courses, a form for those who do complete courses, and a cost-effectiveness study.

Student registration form

During the registration procedure for the field tests, all students completed an extensive questionnaire about themselves and their libraries. This intake questionnaire was designed to elicit demographic information potentially related to course success or failure (education, age, marital status, free time, etc.). These factors will be analysed to determine whether or not they are related to individual success or failure. This questionnaire (Appendix B) also contains attitudinal

questions relating to libraries. Appendix C contains preliminary statistics generated from an analysis of the data from this questionnaire. The section entitled Preliminary Data on Students Registered in Field Test contains a discussion of these statistics and compares them to the data gathered in Phase One of the project.

Course pre-tests and post-tests

It is necessary to determine if the students are learning the skills that the courses are designed to teach. As part of the writing of the courses, course authors must develop review questions for each module and objective in the course. These review questions are entered into CML question banks for each course. Thus they can be drawn from the bank for unique pre-tests and post-tests. Because the questions are directly linked to specific modules and objectives, one or all elements of each course can be tested. Pre-tests and post-tests for each course will be given and results evaluated throughout the pilot phase.

Student assessment form

Upon completion of each course, students will complete a course evaluation form (Appendix D). These forms ask students to evaluate course materials, course delivery methods, and instructor/tutor performance. The form is in a checklist format with space for comments about everything from the mail system and technical teleconference difficulties, to suggestions for improving organization of course material and instructor delivery.

Form for those who do not complete courses

The form will be sent to students who have not completed a course within the allotted time. It will be used to determine the reasons for noncompletion and their intentions for future RLT courses (Appendix E). This information will be correlated with that provided by the intake questionnaire to determine if any demographic or attitudinal factors are related.

Form for those who do complete courses

In May 1986, all students who have completed one or more courses will be asked to complete a second questionnaire designed to measure changes in the students' attitudinal responses as compared with the registration questionnaire. They also will complete a questionnaire designed to elicit their perceptions regarding the opportunity to apply their skills in their libraries and to evaluate the "fit" between course content and job needs. In addition, interviews with selected students and with school superintendents who have sponsored students will be conducted to determine if course material is applicable and if they feel a positive difference in their skills and attitudes has been effected.

Cost-effectiveness study

This is still in the design phase but costs are being monitored throughout the field tests and will be analysed in the Spring of 1986. The data gathered will allow analyses such as cost per student per course, cost per student by course delivery method, and cost per completed student. The data will be correlated with outcomes indicated

by the other evaluation instruments.

The development and use of the evaluation instruments and the subsequent data analysis are being monitored on an on-going basis by the external evaluator for the project.

COURSE DELIVERY

Objectives:

Determine possible cost-effective delivery methods.

Select field test sites, considering the mode of instruction, the delivery system, and the availability of adequate numbers of students,

Deliver courses to the sites selected.

The choice of delivery methods involved a review of the cost-effectiveness of distance education delivery methods, a review of the survey data, and a review of the experience of other institutions.

In terms of determining cost-effectiveness, a study done in 1984 by William H. Taylor for the University of Alberta's Local Government Studies program was most helpful (*). Taylor evaluated alternative methods of delivering certificate programs to local government personnel in Alberta. Since the demographics of the personnel he studied have similar geographic characteristics to the demographics of the RLT

(*) Evaluation study of alternative methods of delivering Local Government Studies certificate programs ([Calgary]: University of Calgary, 1984).

population, his study is particularly applicable. He established a set of evaluative criteria including such items as cost, technical feasibility, quality of instruction and impact on learners. His data were gathered from a survey of the students in the local government program, a literature review, a review of other program areas, and the distance delivery experiences of other institutions. The evaluative criteria used were:

- o cost (student, instructor, development, delivery, and administration),
- o technical difficulty,
- o student attrition,
- o difficulty of learning,
- o travel (student and instructor), and
- o difficulty of scheduling

The survey data gathered in Phase One of the project indicated that there was no clear preference for delivery mode, although written materials, written materials supplemented with audio-visual materials, and written materials supplemented with periodic group discussions received the highest ratings (31% to 40% preferred). Satellite and cable television received the lowest (5.3% preferred). Of those students who had previously taken distance education courses, 71% liked correspondence courses, 58% liked teleconference, and 57% liked television courses. This last statistic seems to conflict with the preferences stated in another question; however 476 respondents answered the preference question while only 21 had been involved in taking a television course. So actually, the 57% liking the television

course represents only 12 respondents. The survey data also revealed that there is no consistency in the kinds of resources available, that many librarians live a great distance from town, and that they do not like to drive in the winter.

Discussions with SAIT's Continuing Education Division, GMCC's Special Projects director, and with representatives of Athabasca University and Access Alberta were also helpful for selecting the three delivery modes. The experiences of these institutions confirmed the value of providing some type of personal contact for the students and providing a pacing schedule. Athabasca University's experiences with telephone tutoring were very positive as were the teleconferencing experiences of SAIT. The delivery limitations expressed by Access Alberta also provided data for selection of delivery modes.

Given the demographics of the students, the need to develop a self-supporting delivery system, and the analysis described above, three delivery modes were chosen:

- o on-site instructor with six weekly classes,
- o teleconference with six biweekly classes, and
- o correspondence with six biweekly telephone-tutor sessions.

Selection of the test sites was based on several factors. In order to establish a common base of previous exposure to library training in the field test students, the sites chosen should have had minimal access to distance education library courses in the past (*). With three delivery modes, it was necessary to find a site with a widely scattered population, a site with teleconference availability, and a site with

enough students geographically close together to warrant an on-site instructor. The sites also had to be part of the existing delivery networks that were to be tested. Other factors involved in the selection were the presence or absence of a regional library system, a mixture of school and public libraries, and a mixture of both self-selected students and non-self-selected students (**).

Representatives from many areas in the province asked to participate in the pilot test. Requests to be involved in piloting courses were received from the Yellowhead Regional Library System, from the Peace Region Cooperative Library System, from school superintendents in the Bonnyville and St. Paul school districts, from school superintendents in the Yellowhead area, from Lakeland College, from the Marigold System, and from the Northeast Library Steering Committee. In addition, both individuals and groups of librarians in the Crowsnest Pass, Vulcan, Olds, and other areas scattered throughout the province asked to pilot the courses.

Three areas were selected and publicity about the pilot test was mailed to public and school libraries in those areas and to a few selected individuals who had been involved in workshops or the piloting

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(*) This was desirable for two reasons. Students who had completed SAIT and GMCC library distance education courses could use them for credit in lieu of some of the RLT courses and thus the population available for field testing the RLT courses would be reduced. Previous exposure to library distance education courses theoretically would reduce opportunities to measure attitudinal changes.

(**) A self-selected student is one who voluntarily enrolls in a course. A non-self-selected student is one who is required as a condition of employment to be enrolled in a course.

of the questionnaires in Phase One of the project. One hundred fifty brochures were distributed and ninety-five people registered for the first course. After the registration deadline, requests continued to pour in.

In the Bonnyville/St. Paul area, the superintendents of two school districts are granting paid release time, mileage, and course fees so that their library clerks can participate in the RLT project. The thirty-one students meet together every Wednesday afternoon in Bonnyville with an on-site instructor. For these students RLT 11 took three weeks and each subsequent course will take six weeks with the seventh week set aside for exams. In case of inclement weather, the course will be teleconferenced from Vermilion (where the instructor lives) to Cold Lake, St. Paul, and Bonnyville, thus providing local meeting sites for students closer to their homes. Most of these students are not self-selected, as participation in the project has been made mandatory by their school boards.

In the Crowsnest and Peace River areas, students are taking courses through teleconference or through correspondence with a telephone tutor. The first teleconference course (RLT 11) was scheduled for the first three Wednesdays, while RLT 12 and 13 are scheduled on six alternating Wednesdays each. Twenty-one students are enrolled in teleconferencing for RLT 11, fourteen for RLT 12, and twenty for RLT 13.

Course Delivery

Students taking the courses through correspondence have been assigned a telephone tutor who contacts each student on a regular basis. For the first course, each student spoke with the tutor at least three times. For RLT 12 and 13, students will have six discussions with the tutor in a twelve week period. Correspondence students are expected to complete the courses in twelve weeks and can take two courses simultaneously. In this mode, forty-one students are enrolled in RLT 11, thirty-two in RLT 12, and thirty-one in RLT 13.

Once a week tutor, on-site instructors, teleconference instructors, and sometimes the course author meet via telephone conference call to discuss course material and delivery. Problems with course materials, concerns about assignments and concerns about students are discussed. These staff meetings are held to ensure that the objectives for each module are met in a consistent fashion regardless of delivery mode. Although all students receive the same course materials, those with formal classes have specific activities to do during class time or specific issues to discuss. Those students with a telephone tutor have an abbreviated form of the same activities to do.

In most cases, the author of the course will teach the teleconference version of that course. This will provide immediate feedback to the author for future revisions and on-going development of other courses. It also will allow the author to correct any difficulties with the material as the course progresses.

In order not to influence students in their selection of one delivery mode or another, the fees for the field test courses are the same for all delivery modes. Costs for each delivery mode will be analysed and considered along with the other evaluation data to determine cost-effective delivery systems.

PRELIMINARY DATA ON STUDENTS REGISTERED IN FIELD TEST

In the Spring of 1985, staff of school and public libraries in the three pilot areas received brochures describing the courses to be piloted in their areas. One hundred fifty of these brochures were distributed. In August 1985, those librarians who indicated their interest in participating in the pilot phase by returning a tear-off portion of the brochure, received more information about the cost of the courses, registration procedures, and timelines. Ninety-five students registered for the pilot courses.

These students filled out a comprehensive registration form (Appendix B) consisting of many of the same demographic questions included in the Phase One survey of school and public library staff. The registration form will provide data on age, hours worked, years worked, type of library, size of library, education level, previous courses, anticipated problems, employer support, and attitudes toward libraries. This intake questionnaire was designed to serve three purposes: to acquire data to be compared to that collected in Phase One indicating the similarity or difference of the pilot test group to the

total Phase One respondents, to elicit demographic information potentially related to course success or failure (education, age, marital status, free time, etc.), and to elicit attitudinal data to be compared with that collected in May 1986 at the conclusion of the pilot test.

The statistical analysis on which the discussion in this section is based is detailed in Appendix B. The data were analyzed first by frequency distributions for all responses. Then a difference-of-proportions test was used to compare the pilot group with Phase One respondents.

1. **Who are the participants?**

Of the total 91 students, 5.5% are in the Crowsnest Pass area and are taking the courses through correspondence, 34% are in the Bonnyville/St. Paul area with an on-site instructor, and 53% are in the Peace River area in both correspondence and teleconferencing. In other areas throughout the province 9% of the students are in the teleconference and correspondence courses (Table I.A.1).

The majority (75%) of these students are between 30 and 50 years of age (Table I.A.2), and work an average of 23 hours per week. Those hours range from 12.7% working less than 10 hours a week to 42% working more than 30 hours (Table I.A.3). The average number of years worked is 5 years, ranging from 37% who have worked two years or less to almost 7% who have worked in libraries for more than 12 years (Table I.A.4).

Most (92%) of the students are married (Table I.A.6) and 86% have children, the average being 2.3. (The .3 child doesn't eat much.) (Table I.A.7)

The occupation of the spouses ranged over a variety of occupations with the most in any one profession being farmers (19.7%), but those in some form of managerial or supervisory were not far behind with 18.2% (Table I.A.8).

2. **What are the positions of students?**

The job titles of the students are varied with 52% using the title library aides or library clerks and 34% using the title librarians. Other positions are teacher-librarians, library technicians, volunteers, and board members (Table I.A.5).

3. **What are the characteristics of their libraries?**

School libraries constitute 53.5% and public libraries 38% (Table I.B.1). The school libraries are predominately elementary and elementary junior-high, with 9% senior high only (Table I.B.2).

The average library has 9,267 books and 27 periodicals with the range evenly distributed from under 2000 books to over 10,000 (Tables I.B.3 and I.B.4). In 38% of the libraries there are no audio-visual materials and in 29% there are less than 100 audio-visual items (Table I.B.5).

The libraries are staffed by an average of 2.5 people (is the .5 librarian as easy to feed as the .3 child?). However, 50% of the libraries have only one person working in those libraries (Table I.B.6).

4. **What kind of education do the students have?**

Many of the students (59%) have some post-secondary training including 15% with college diplomas or university degrees (Table I.C.1) and 18% are currently enrolled in courses (Table I.C.2). Almost 33% have taken SAIT or GMCC library courses but 55% have never taken any library courses (Table I.C.3). The courses taken are listed in Table I.C.4 with SAIT's Introduction to Libraries as the most often taken (19.7%).

5. **Why are these students enrolling in the RLT courses?**

Seventy percent of the students report that the reason they are participating in the Rural Library Training Project is improve their ability to do their jobs (Table I.D.1).

6. **What kind of problems and support are there for the students?**

Many of the students (58%) do not anticipate any problems, but the rest cite job, business, time, family committments and being too long out of school as potential problems (Table ID.2). Of the 42% who did expect problems, one student reported being pregnant, having three preschoolers, working in the library, and helping her husband on the farm and with a new business. She thought there might be a time problem.

The employer's attitude could also be a factor in the success of the students. Almost all (97%) report their employer's attitude as supportive or very supportive (Table I.D.3). Of these the majority (61%) pay for course fees and 33% pay students while attending classes during working hours (Table I.D.4).

7. What kinds of attitudes are there toward libraries and library work?

About half of the students reported that their community views the library as a book centre for adults and children (48.5%) and as an information centre for the whole school or community (45.6%). The others report various views such as book centre for children, place to do school work, etc. (Table I.E.1).

The students work in the library for all kinds of reasons. In this question they were asked to check all that apply and so the percentages do not add up to 100. The most often checked reason was that the librarian enjoys books (96%), but very close behind that was enjoying people (90.4%). Only half as many (48%) reported needing the money (Table I.E.2).

In terms of what the students thought the library should do, students were asked to choose the three most important functions. Circulating books received the most responses (83%). Offering information services was second with 68% citing it as one of the three most important functions, and third was providing programs for children and young people (51%). Last on the list was acting as a community centre and providing programs for adults (Table I.E.3).

Students were asked to list the three activities on which they spend the most time. Cataloging and classifying books was listed as most time consuming (58.6%), with checking out books (55.7%) and helping people (30%) next (Table I.E.4).

When asked what they thought they should spend the most time on, 79% listed helping children and students as the most important with helping adults and teachers (45.6%) and providing children's programming (39.7) listed next (Table I.E.4). In both cases outreach services and interlibrary loan had the lowest priority.

Students were asked what they would do with a hypothetical $300 grant for their libraries. The most common item checked (41%) was to select books to fill the gaps already identified in the collection. Other responses were evenly scattered through fifteen different items.

In summary, it seems that the students already have a positive attitude toward their libraries and realize that first priority should be given to the patrons. Comparing this data with that to be gathered in May 1986 might show no significant difference in attitude, but hopefully will show that librarians have been able to use their new skills to direct their energies toward the priorities they have already identified as desirable.

When the demographic data is compared with that gathered in February 1985, significant differences between the pilot students and the respondents from Phase One appeared in three areas. The average number of books in the libraries is greater for the pilot students (9267 compared to 7964 for the Phase One respondents). The pilot students have worked an average of five years while the Phase One respondents averaged six years, and 75% of the pilot students are in the 30 to 50 age category while 56% of the Phase One respondents were in that age category. In all other areas there were no significant differences (Table II.1).

COURSE REVISION

Objective:

Revise the field-tested courses and begin to develop the balance of the courses.

The revision of the field-tested courses will be based on input from three sources: the students, the instructors/tutors, and an independent review panel. Students will complete a comprehensive course evaluation form (Appendix D) which asks them to rate the course materials, delivery mode, and instructor/tutor performance. Instructors and tutors will prepare a detailed critique of the course materials with suggestions for revision. Some modules will be reviewed by an independent panel of rural librarians in non-pilot areas of the province. These librarians will be asked to judge the applicability, readability, and general comprehensiveness of the material, and provide suggestions for improvement. Using this input the course materials will be revised by either the editor or by the course author under a separate contract.

Course Revision

Although the revision of the initial three courses will not begin until the Fall field tests are completed, some of the input from the students, instructors/tutors and review panel will be immediately incorporated into the course materials being developed for the Winter and Spring field tests.

Certain revisions for the initial three courses (RLT 11, 12, 13) are already anticipated. Because they were developed within a very short time frame, the course materials are exclusively print-based. Therefore, their revision will also include the development of supporting audiovisual materials such as 35mm slides, audiotapes and videotapes.

Other anticipated revisions will be dependent upon available time and finances, particularly implementation of a CML delivery mode. Because the review questions are being stored in CML question banks, the course materials could easily be revised to support a CML delivery mode in which students would be able to draw their pre-tests and post-tests online from their own centres, write the tests and receive immediate feedback on their performances. Field testing this mode could involve participation in existing telecommunication networks such as Project Micro, the network of CML terminals already in place, and the use of Datapac lines for students with their own access to microcomputers and terminals.

DELIVERY NETWORKS

Objectives:

Establish nature of cooperation among other institutions.

Make recommendations based on the tested modes of instruction and delivery for the establishment of the post-project delivery system and network.

The literature on distance education delivery networks suggests that most distance education is one of two types: centralized within a country such as Britain's Open Learning Institute, or decentralized as it is in Sweden where any post-secondary institution can offer any distance education courses it wishes. Alberta is moving toward a combination of these two methods, with Athabasca University as the centralized institution primarily but not exclusively responsible for university distance courses and with the development of a multi-institutional cooperative network. This loosely formed network consists of post-secondary institutions linked through through the coordination and promotion provided by further education councils and educational consortia throughout the province and through cooperative use of teleconference sites. In many cases the educational consortia and further education councils provide not only teleconference

facilities, but also advertising, coordination of receipt of registration applications and fees, and distribution of some materials.

During the RLT pilot tests the teleconference and correspondence delivery modes make use of this existing network and such use will be evaluated in terms of its effectiveness for delivery at the end of this project. Cooperation with post-secondary institutions outside of this network is being tested at the Bonnyville/St. Paul site, where the Fort Kent campus of Lakeland College is coordinating local arrangements for the courses. Lakeland College is responsible for publicity, collection of registration forms and fees, distribution of materials, and provision of classroom and necessary equipment. SAIT's Continuing Education Division has contracted for the instructor and is responsible for class lists, receipt of registration fees, and coordination with Lakeland College for materials distribution. The RLT project coordinator is responsible for instructor selection, orientation, support and supervision.

The registration procedure for all three delivery modes is being administered by the SAIT Continuing Education Division. Revenue from tuition will be used by SAIT's Continuing Education Division to cover instructor/tutor contracts, telecommunication charges and administrative overhead.

CREDENTIALLING ISSUE

Objective:

Settle the credentialling issues with major stakeholders and the advisory committee.

The data gathered in the needs analysis phase indicated that 79% of the rural library staff felt that obtaining a certificate for completion of any kind of training program was important to them. This desire for recognition of course completion is often recognized by continuing education departments in various institutions by issuing certificates or documents of completion for non-credit courses, workshops, and seminars. The desirability expressed by the survey results combined with the precedence set by other institutions indicates that issuance of a **Certificate in Small Library Operations** for completion of the Rural Library Training Project curriculum would be an appropriate recognition of achievement.

The title of this certificate describes the skills that will be achieved by the students, rather than attempting to apply a personal title such as librarian, library assistant, library technician, clerk, etc. It uses the term "small library" rather than "rural library"

because the objectives of the curriculum are applicable to small urban libraries as well as rural ones.

The question of the implication of a third level library education certificate and the question of the issuing body are still unresolved. The RLT Advisory Committee has approved the proposed curriculum and the issuance of this certificate, but certain library stakeholder groups have not yet had an opportunity to express their opinions. The original project proposal suggested that the following stakeholders should be questionned in regard to the credentialling issue: Library Association of Alberta, Alberta Association of Library Technicians, Alberta Library Trustees Association, Learning Resources Council of the Alberta Teachers Association, Library Services Branch of Alberta Culture, Alberta Education, instructional staff and advisory committees of SAIT Library and Information Technology and GMCC Library Technician Diploma Programs, and the University of Alberta Faculty of Library Science. Of these groups, several are officially represented on the advisory committee for the Rural Library Training Project: Library Association of Alberta, Library Services Branch of Alberta Culture, Alberta Education, and the instructional staff of SAIT and GMCC. The project has been discussed at SAIT and GMCC Library Technician advisory committee meetings although no formal motions have yet been made concerning the credentialling issue.

The other stakeholder groups (Alberta Association of Library Technicians, Alberta Library Trustees Association, Learning Resources Council, and the Faculty of Library Science) have been sent an earlier version of the proposed curriculum with a request for official comment.

To date the Learning Resource Council of the Alberta Teachers Association is the only body to have officially responded.

The Learning Resources Council expressed concern about possible confusion between the abilities and roles of teacher-librarians and the abilities and roles of the graduates of the RLT program. This concern was also raised by the representatives of Alberta Education on the RLT Advisory Committee. The proposed curriculum in Appendix A incorporates a rewording and restructuring of the objectives in response to these concerns.

PROJECTED ACTIVITIES

For the rest of the project several activities are planned. The first three courses (RLT 11, 12, 13) field tested from September 1985 to January 1986 will be revised. From January to June 1986, three other courses (RLT 14, 28, and 32) will be field tested. During that same time period several more courses will be developed. From May through August 1986, the second set of field tested courses will be revised and project evaluation will be conducted.

Unfortunately, some of the limitations anticipated in the original project proposal will continue to be concerns. As stated in the original proposal, there are limitations to the project imposed by the budget and by the timelines. These were stated as follows:

1. The planning and analysis phase will not result in a specification of training needs unique to the staff of either the rural public or school library settings.
2. The number of instructional units developed will be limited to only the core skills common across rural public and school library settings therefore excluding the specialized skills required in each of the two types of libraries.

3. Time for field testing will be limited and only approximately one-half of the instructional units will have been tested and revised at the conclusion of the project in June, 1986.

4. A province-wide delivery network will not have been fully tested and established. A model will have been tested, assessing such variables as delivery modes, brokers, and sites. On the basis of the field test, recommendations will be made which could be applied across the province.

In fact, some of these limitations have been overcome. The needs analysis showed that in general there were very few needs unique to staff of rural public and school libraries. Those that do exist were identified and the differences were discussed in the **First Phase Report.** The courses that are being developed first are limited to core needs but within these courses, modules specific to school or public libraries have been and will continue to be developed.

Unfortunately, the time for field testing is still limited. The courses developed in the Spring and Summer 1986 will not be field tested by the end of the project in August 1986. Students who have started the project in the 1985/86 field test phase will need four more courses in order to complete the basic level curriculum so that student attitudes and student competency levels will have to be evaluated in terms of what they have actually accomplished, and not in terms of the total curriculum.

Similarly, the testing of a province-wide delivery network will not have occurred since the field test is limited to three areas in the province.

If development and delivery of the courses proceed as planned, the initial six courses field tested from September 1985 through June 1986 could be delivered on a province-wide basis beginning in September 1986. However, the other courses will still be in a pilot phase and choice of courses will still be somewhat limited.

A one year extension of Innovative Project funding would enable the development, field test, and revision of the rest of the curriculum and would enable the field testing of a province-wide delivery network.

Questions remaining for discussion in the final report are:

1. To what degree have the project's curriculum and instructional units met the training needs of rural library staff and produced a measurable increase in library competence?

2. To what degree has the project designed and developed a delivery system and network that can continue to provide library skills training in a cost effective manner?

3. What is a cost-effective method of delivering training of this nature to such a thinly distributed population?

4. How can the resources of many types of institutions be organized into a delivery network to effectively deliver this training?

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APPENDICES

Appendix A: Proposed Curriculum

Appendix B: Student Registration Form

Appendix C: Student Registration Form Data

Appendix D: Student Assessment Form

Appendix E: Form for Those Who Do Not Complete Courses

APPENDIX A
PROPOSED CURRICULUM

This document represents the proposed curriculum for the Rural Library Training Project as of the date below. This curriculum most likely will be revised as the project progresses through its course development and field test phases. This proposed curriculum leads to a two level certificate in Small Library Operations.

The overall intent of the project is to provide a basic level of training for those personnel who work in small rural public and school libraries but who have minimal or no formal training in library practices.

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* *
* APPROVED BY RLT *
* ADVISORY COMMITTEE *
* *
* 13 September 1985 *
* *
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GENERAL OBJECTIVES OF RLT CURRICULUM

These objectives are divided into two parts to reflect the differing roles that library staff in public and library staff in school libraries play.

OBJECTIVES FOR PUBLIC LIBRARY STAFF

At the end of the complete Rural Library Training Program, the student will be able to:

1. Demonstrate an understanding of library terminology by using the terminology correctly in written and spoken communication,

2. Demonstrate an understanding of library procedures by:

   a) describing and applying standard library procedures (circulation, acquisitions, organization)

   b) describing their basic purposes and uses

   c) implementing or developing plans for implementing efficient (*) library procedures in a library,

3. Develop in cooperation with the Library Board:

   a) a collection development policy and a selection policy based on user needs, standard selection tools, and unique library situation (budget, space, etc.),

   b) a statement of library goals,

   c) short and long-range plans for development and maintenance of the library,

   d) a promotional plan including community relations and publicity,

   e) budget in keeping with the other policies and plans,

(*) Efficient = cost-effective, time-saving, simple, avoiding loss or waste of energy, adaptable to change.

f) other policies in keeping with the requirements of the **Libraries Act** and **Libraries Regulation** in regard to personnel, continuing education, resource sharing, provision of special materials in languages other than English and materials for the handicapped,

4. Maintain the library in an efficient business-like manner with library records and files effectively organized for easy retrieval of needed data,

5. Select and maintain a basic collection of print, non-print and periodical materials suitable for the clientele and based on the selection and collection development policies,

6. Select and maintain a basic current reference collection,

7. Demonstrate efficient use of the total collection and of outside resources as appropriate for quick and in-depth reference requests,

8. Promote the library to the community by maintaining a high profile, implementing a marketing plan, and fostering an attractive and welcoming environment,

9. Deal efficiently and cooperatively with the Library Board,

10. Establish and maintain programs for children, young adults, adults and other special interest groups,

11. Recommend suitable materials to patrons,

12. Provide access to materials not in the on-site library collection through appropriate choice of interlibrary loan, acquisition, informal borrowing, use of multilingual, talking book, large print book collections,

13. Select, use, and maintain necessary audio-visual equipment for use of the non-print collection,

14. Develop a plan for use of microcomputers as appropriate for library operations.

OBJECTIVES FOR SCHOOL LIBRARY STAFF

At the end of the complete Rural Library Training Program, the student will be able to:

1. Demonstrate an understanding of library terminology by using the terminology correctly in written and spoken communication,

2. Demonstrate an understanding of library procedures by:

   a) describing and applying standard library procedures (circulation, acquisitions, organization)

   b) describing their basic purposes and uses

   c) implementing or developing plans for implementing efficient (*) library procedures in a library,

3. Demonstrate an understanding of and cooperate with teachers, teacher-librarians, and school administrators in the development of:

   a) a collection development policy and a selection policy based on user needs, standard selection tools, and unique library situation (budget, space, etc.),

   b) a statement of library goals,

   c) short and long-range plans for development and maintenance of the library,

   d) a promotional plan including community relations and publicity,

   e) budget in keeping with the other policies and plans,

4. Maintain the library in an efficient business-like manner with library records and files effectively organized for easy retrieval of needed data,

5. Demonstrate an understanding of and cooperate with teachers, teacher-librarians, and school administrators in the selection and maintenance of a basic collection of print, non-print and periodical materials suitable for the clientele and based on the selection and collection development policies,

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(*) Efficient = cost-effective, time-saving, simple, avoiding loss or waste of energy, adaptable to change.

6. Demonstrate an understanding of and cooperate with teachers, teacher-librarians, and school administrators in the selection and maintenance of a basic current reference collection,

7. Demonstrate efficient use of the total collection and of outside resources as appropriate for quick and in-depth reference requests,

8. Promote the library to the community by maintaining a high profile, implementing a marketing plan, and fostering an attractive and welcoming environment,

9. Deal efficiently and cooperatively with teachers, teacher-librarians, and school administrators,

10. Work with teachers to establish and maintain programs for children, young adults, adults and other special interest groups,

11. Recommend suitable materials to patrons,

12. Provide access to materials not in the on-site library collection through appropriate choice of interlibrary loan, acquisition, informal borrowing, use of multilingual, talking book, large print book collections,

13. Demonstrate an understanding of and cooperate with teachers, teacher-librarians, and school administrators in the selection of audio-visual equipment for use of the non-print collection,

14. Use and maintain necessary audio-visual equipment for use of the non-print collection,

15. Demonstrate an understanding of and cooperate with teachers, teacher-librarians, and school administrators in the development of a plan for use of microcomputers as appropriate for library operations.

16. Demonstrate an understanding of and cooperate with teachers, teacher-librarians, and school administrators in the development of other policies in keeping with the requirements of **Policy, Guidelines, Procedures and Standards for School Libraries in Alberta**, including plans for support to teachers, teacher/librarians, and principals in integrating the library program with the instructional program of the school.

REQUIREMENTS FOR CERTIFICATE IN SMALL LIBRARY OPERATIONS

	SMALL LIBRARY OPERATIONS
Requirements BASIC LEVEL ADVANCED LEVEL	 19 IUs (*) 27 IUs
Mandatory Courses:	RLT 11 (1 IU) RLT 12 (2 IUs) or LIT 120 (2 IUs) RLT 13 (2 IUs) RLT 14 (2 IUs)
Elective Courses (**) BASIC LEVEL	 12 IUs chosen from: RLT courses: RLT 21-39 (2 IUs each) SAIT courses: LIT 123, LIT 124, LIT 221, LIT 224, LIT 232, LIT 527, ENGL 121, ENGL 122 (3 IUs each) GMCC courses: LT 105.3, LT 205.3 (3 IUs each)
Elective Courses (**) ADVANCED LEVEL	 8 additional IUs chosen from: RLT courses: RLT 21-39 (2 IUs each) SAIT courses: LIT 123, LIT 124, LIT 221, LIT 224, LIT 232, LIT 527, ENGL 121, ENGL 122 (3 IUs each) GMCC courses: LT 105.3, LT 205.3 (3 IUs each)

(*) One instructional unit is equivalent to approximately nine to twelve lecture hours and/or eighteen hours of student time spent in studying, group/tutor discussions, assignments and examinations.

(**) Credit will not be granted for both a RLT course and its SAIT/GMCC analog (see the detailed RLT course descriptions for analogs). Credit may also be granted for SAIT or GMCC courses not in this list.

SCOPE OF INDIVIDUAL RLT COURSES

RLT 11 Study Skills and Program Orientation

This course describes the purpose and format of the Rural Library Training Project and the use of the course materials. It also covers basic study skills and time management techniques.

This course is a prerequisite for all other RLT courses.

RLT 12 Introduction to Library Procedures and Terminology

Describes basic library procedures and terminology including the interrelationships of circulation, acquisitions, and organizational procedures. Types of catalogs, catalog entries, bibliographic form, the role of the librarian, and components of effective library service will also be covered.

This is a prerequisite to all other RLT courses except RLT 11.

RLT 13 Basic Library Management

Setting library goals, identifying procedures for presenting reports especially annual reports, developing a budget, and maintenance of necessary office files, appropriate legislation, and dealing with Library Boards, Trustees, and with School Administrators and Teachers.

RLT 14 Information Services

Selecting a basic reference collection and developing a search strategy for using that collection, the types of reference service and questions, identification of outside resources and effective reference interview techniques.

RLT 21 Communications Skills

Bibliographic entries, correct writing skills, basic formats used in business and technical writing, and public speaking skills.

RLT 22 Library Marketing

An introduction to the basic principles of promoting libraries to their clientele and to the public, including appropriate marketing strategies for both public and school libraries.

RLT 23 Basic Collection Development and Reader Guidance

Needs analysis, collection assessment, development of selection and collection development policies, deselection, and basic selection tools, selecting and maintaining a basic collection.

This is a prerequisite for RLT 24, RLT 25, and RLT 26.

RLT 24 Collection Development, Reader Guidance, and Programming for Children

Selection and evaluation of fiction and nonfiction materials for children, including non-book materials; programming and library service to children.

RLT 25 Collection Development, Reader Guidance, and Programming for Young Adults

Selection and evaluation of fiction and nonfiction materials for young adults, including non-book materials; awareness of current trends and issues involving young adult materials; programming and library service to young adults.

RLT 26 Collection Development, Reader Guidance, and Programming for Adults and Special Groups

Selection and evaluation of fiction and nonfiction materials for adults and special groups, including non-book materials; awareness of current trends and issues involving adult materials; programming and library service to adults and special groups.

RLT 27 Acquisitions and Serials

Overview of acquisition procedures; introduction to selection and basic bibliographic tools; ordering and use of jobbers; records and files; order preparation and receiving activities; accounting procedures; serial ordering and control.

RLT 28 Collection Organization and Filing

Basic elements of descriptive cataloging; arrangement and use of Dewey Decimal Classification system and Sears Subject Headings; use of CIP data; use and maintenance of a shelf list; use of 1980 ALA Filing rules.

RLT 29 Circulation

Introduction to circulation systems including charging, discharging, interlibrary loan, reserves and holds; advantages and disadvantages of microbased circulation systems.

RLT 31 Non-print: Equipment and Software

Selection, operation, and simple maintenance of common a.v. equipment; selection of software, organization, circulation, and maintenance of software; simple production techniques.

RLT 32 Microcomputer Applications for Small Libraries

Selection of microcomputer hardware and software; uses of microcomputers for library operations; development of a long-range plan for acquisition and use of microcomputers in a small library.

RLT 33 Special Services

Needs of special groups (handicapped, multilingual, etc.)as they relate to the library; physical accessability of the library; shut-in service.

RLT 39 Professional Development

Developing pre-conference or pre-workshop objectives; use of reporting techniques as follow-up to workshops/conferences; relationship of the workshop/conference to the individual library situation.

SCOPE OF SAIT/GMCC COURSES AVAILABLE THROUGH DISTANCE EDUCATION

ENGL 121 Writing Fundamentals 36 Hours

Review of the mechanics of writing; study of the basic language terms and prose styles; study and practice in the writing of prose.

ENGL 122 Introductory Report Writing 36 Hours

Covers various short form reports, including recommendation, progress and periodic. Includes basic patterns of expository writing and the selection, arrangement and presentation of data in a variety of formats, including letters and memos.

LIT 120 Introduction to Libraries 24 Hours

Purpose and scope of library service; basic library skills and orientation to SAIT's Learning Resources Center; overview of library organization and personnel. This course is a prerequisite for all subsequent library skills courses in the curriculum.

LIT 123 Acquisitions 60 Hours

Overview of acquisition procedures; introduction to selection and bibliographic tools; bibliographical searching, verifying and ordering; records and files; order preparation and receiving activities.

LIT 124 Arrangement of Materials I 60 Hours

Introduction to descriptive and entry heading cataloging for print materials; rules for manual filing in an author-title divided catalog.

LIT 221 Circulation Systems 36 Hours

Introduction to circulation systems including charging, discharging, reserves and holds.

LIT 224 Arrangement of Materials II 60 Hours

Prerequisite: LIT 124.

Assignment of Dewey decimal classification numbers and subject headings to print materials; construction of call numbers; uses of the shelf list; construction of headings for corporate bodies and complex personal names; typing of catalog cards; rules for manual filing in a dictionary catalog.

LIT 232 Library Marketing 36 Hours

An introduction to the basic principles of promoting libraries to their clientele and to the public (including public, school, academic and special libraries).

LIT 527 Children's Materials 48 Hours

Selection and evaluation of fiction and nonfiction materials for children; library service to children.

LT 105.3 Technical Processing I 60 Hours

This course examines the procedures for the selection, verification, ordering and processing of various types of library materials, and the maintenance of the various files necessary for these procedures.

LT 205.3 Technical Processing II 60 Hours

This course introduces the principles and practice of descriptive cataloging for all types of library materials as prescribed by the second edition of the Anglo-American Cataloguing Rules. Also included are the procedures involved in the organization of authority files, the strategies utilized in searching for cataloging information and the maintenance of catalogues.

APPENDIX B
STUDENT REGISTRATION FORM

1. Type of library: public ... [ ] school ... [ ] both ... [ ]

   If school library, what grades are served?_____

2. What is the approximate size of your library collection (just give your best estimate)?

   Number of book titles
   Number of periodical subscriptions _____
   Number of audio-visual items _____
   _____

3. How many people work in the library counting yourself?

   Number part-time _____ Number full-time _____

4. What is your position in the library? _____

5. How many hours a week do you work in your library? _____

6. Approximately how long have you worked in a library? _____ (years)

7. How old are you?

   Under 20 ..... [ ] 40 to 49 ..... [ ]
   20 to 29 ..... [ ] 50 to 59 ..... [ ]
   30 to 39 ..... [ ] 60 or over ... [ ]

8. What is your highest level of education?

   Grade 9 or less ..... [ ]
   Some high school ..... [ ]
   High school diploma ..... [ ]
   Some post-secondary training ..... [ ]
   College diploma ..... [ ]
   University degree ..... [ ]

9. Have you taken any post-secondary courses that count towards a certificate, diploma or degree?

   No ..... [ ] (skip to question 10)
   Yes ..... [ ] Currently enrolled in courses ..... [ ]
   Last took courses in _____ (year)

10. Have you taken any library related courses?

    No .... [ ] (Please skip to question 11)
    Yes ... [ ]

    If yes, from what institution?

    SAIT ..... [ ]
    Grant MacEwan ..... [ ]
    Other institutions (please specify) ... [ ]

    _____

    _____

    Please check the courses you have taken:

    SAIT:

ENGL 121	Writing fundamentals	[ ]
ENGL 122	Introductory report writing	[ ]
LIT 120	Introduction to libraries	[ ]
LIT 123	Acquisitions	[ ]
LIT 124	Arrangement of materials I	[ ]
LIT 221	Circulation systems	[ ]
LIT 224	Arrangement of materials II	[ ]
LIT 232	Library marketing	[ ]
LIT 527	Children's materials	[ ]

    GMCC:

LT 105.3	Technical processing I.....	[ ]
LT 205.3	Technical processing II	[ ]

    Other

    _____

    _____

    _____

    _____

11. What is your primary reason for participating in the Rural Library Training Project?

    _____

12. What is your employer's attitude toward the Rural Library Training Project?

Very supportive ..... [ ]
Supportive ..... [ ]
Neutral, does not seem to care ..... [ ]
Not very favorable ..... [ ]
Definitely against my participating ... [ ]
Other _____

13. In which of these ways does your employer indicate his support?

Pays me to attend classes during working hours ..... [ ]
Pays to attend classes outside working hours ..... [ ]
My working hours are adjusted to enable classes (no pay) ... [ ]
Pays higher salary upon completion of program ..... [ ]
Pays for course fees ..... [ ]
Provides verbal or written encouragement ..... [ ]
None of above ..... [ ]
Other (please specify)
_____

14. Do you anticipate any problems with studying such as not enough time, too many family committments, too long out of school, etc.?

_____

_____

15. What is your marital status?

Married ... [ ] Divorced ... [ ] Widowed ... [ ] Single ... [ ]

16. How many children do you have?

Not applicable ... [ ]
Number preschool _____ Number school age _____ Other _____

17. What is the occupation of your spouse? Not applicable ... [ ]

_____

18. How does your community view the library? (Check the two most common)

A book centre for both adults and children ..... [ ]
A book centre for children only ..... [ ]
A centre for general education using all media ..... [ ]
An information centre for the whole school or for the community ..... [ ]
A place to have meetings ..... [ ]
A place to do school work ..... [ ]
A cultural centre ..... [ ]
Other

_____

19. Why do you work in the library? (Check all that apply)

Enjoy books ..... [ ]
Need the money ..... [ ]
Enjoy people ..... [ ]
Enjoy community service ..... [ ]
Constitutes only part of work assignment ..... [ ]
Other

_____

20. If you were asked what a library should do, which three items do you consider the most important? Rank them in order of importance? (1 = most important)

Offer information services ..... [ ]
Circulate books ..... [ ]
Provide school materials ..... [ ]
Circulate films and other library materials ..... [ ]
Provide programs for children and young people ..... [ ]
Act as a community centre, meeting place ..... [ ]
Provide programs for adults ..... [ ]
Provide interlibrary loan services ..... [ ]
Other

_____

21. Indicate the three activities on which you spend the most time over a month. Rank them in order of importance (1 = most important)

Helping adults/teachers ..... [ ]
Checking out books ..... [ ]
Helping children/students ..... [ ]
Cataloging and classifying books ..... [ ]
Shelving books and keeping the library tidy ..... [ ]
Selecting/purchasing books and other materials ..... [ ]
Providing programs for children and young adults ..... [ ]
Maintaining library records ..... [ ]
Providing outreach services ..... [ ]
Providing interlibrary loan services ..... [ ]
Other

_____

22. Which three of the following do you think should take up most of your time? Rank them in order of importance (1 = most important)

Helping adults/teachers ..... [ ]
Checking out books ..... [ ]
Helping children/students ..... [ ]
Cataloging and classifying books ..... [ ]
Shelving books and keeping the library tidy ..... [ ]
Selecting/purchasing books and other materials ..... [ ]
Providing programs for children and young adults ..... [ ]
Maintaining library records ..... [ ]
Providing outreach services ..... [ ]
Providing interlibrary loan services ..... [ ]
Other

_____

23. If you were given an extra $300 for the library to spend in any way you chose in order to improve library service would you: (Check only one)

Hire temporary assistants so you could catch up on cataloging ..... [ ]
Hire assistants to do the cataloging ..... [ ]
Hire assistants to build a pamphlet/picture file ..... [ ]
Select expensive books you could not otherwise afford ... [ ]
Select books to fill gaps in the collection that you have already identified ..... [ ]
Select a large number of paperback books on sale from book stores ..... [ ]
Buy a new set of encyclopedias ..... [ ]
Do some physical renovations on the building to make it more attractive ..... [ ]
Plan a special program and publicize it ..... [ ]
Design and distribute some library publicity ..... [ ]
Other _____

Thank you very much. Please use this space for any additional comments.

APPENDIX C
STUDENT REGISTRATION FORM DATA

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DEMOGRAPHIC AND JOB RELATED CHARACTERISTICS

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Table I.A.2 PARTICIPANT AGE

Table I.A.3 WORK HOURS PER WEEK

Table I.A.4 LENGTH OF SERVICE

Table I.A.5 POSITION IN LIBRARY

Table I.A.6 MARITAL STATUS

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COMPARISON OF TEST GROUP TO OVERALL SAMPLE OF LIBRARIANS

Table II.1 COMPARISON OF TEST GROUP TO OVERALL SAMPLE

Table Series I.A
Demographic and Job Related Characteristics

Table I.A.1

PARTICIPANTS BY LEARNING METHOD AND GEOGRAPHIC REGION

Region	Learning Method (%) Correspondence	Teleconference	On-Site
Crowsnest	5.5	-	-
Peace River	28.6	22.0	-
Bonnyville/St. Paul	-	-	34.1
Other	8.8	1.0	-

N = 91

Table I.A.2

PARTICIPANT AGE

Age Group	Percentage
Under 20	1.3
20-29	10.5
30-39	39.5
40-49	35.5
50-59	13.2
60 and over	-

N = 76

Table I.A.3

WORK HOURS PER WEEK

Hours	Percentage
Less than 10	12.7
10-19	25.3
20-29	19.7
30 and over	42.3
N = 71	Mean = 23.3

Table I.A.4

LENGTH OF SERVICE

Years	Percentage
2 or Less	37.5
3-5	32.3
6-8	12.5
9-11	9.8
12 or more	6.8
N = 72	Mean = 5.0

Table I.A.5

POSITION IN LIBRARY

Position	Percentage
Teacher-librarian	1.4
Library aid/assistant	24.7
Librarian	34.2
Library clerk	27.4
Library technician	1.4
Volunteer	4.1
Board member	1.4
Other	5.5
N = 73	

Table I.A.6

MARITAL STATUS

Status	Percentage
Married	92.1
Divorced	3.9
Widowed	-
Single	3.9

N = 76

Table I.A.7

NUMBER OF CHILDREN

Children	Percentage
1 or more children	86.5
1 or more pre-school	11.8
1 or more school age	60.5

N = 76 Mean number children = 2.3

Table I.A.8

OCCUPATION OF SPOUSE

Occupation	Percentage
Teacher (K-12)	9.1
Professional	9.1
Managerial, administrative, supervisory, semi-professional	18.2
Owner, small business	7.6
White collar, clerical, retail	6.1
Skilled wage worker	15.2
Semi-skilled labourer	1.5
Armed forces	6.1
Farm owner, manager	19.7
Trapper, hunter	1.5
Retired	5.3

N = 66

Table Series I.B
CHARACTERISTICS OF LIBRARIES

Table I.B.1

LIBRARY TYPE BY MAJOR CATEGORY

Type	Percentage
Public Only	38.0
School Only	53.5
Combined	8.5

N = 71

Table I.B.2

GRADES COVERED IN SCHOOL, COMBINED LIBRARIES

Grades Covered	Percentage
Elementary only	39.6
Elementary-Junior High	14.0
Elementary-Junior High-Senior High	23.3
Junior High-Senior High	13.9
Senior High only	9.3

N = 43

Table I.B.3

LIBRARY SIZE: BOOKS

Books	Percentage
Less than 2000	7.4
2000 - 4000	14.7
4001 - 6000	10.3
6001 - 8000	13.2
8001 - 10,000	27.9
Over 10,000	26.5
N = 68	Mean = 9267.4

Table I.B.4

LIBRARY SIZE: PERIODICALS

Periodicals	Percentage
10 or less	26.5
11 - 20	29.4
21 - 30	13.2
31 - 40	10.3
41 - 50	10.3
Over 50	10.3
N = 68	Mean = 26.7

Table I.B.5

LIBRARY SIZE: AUDIO VISUAL ITEMS

Audio Visual Items	Percentage
None	38.2
1 - 100	29.4
101 - 200	5.9
201 - 300	2.9
301 - 400	1.5
401 - 500	2.9
Over 500	19.1

N = 68 Mean = 252.5 (Median = 10.0)

Table I.B.6

LIBRARY STAFF

Number of Staff	Type of Staff (%) Part-time	Full-time	Total Staff
None	33.8	43.7	1.4
One	33.8	43.7	50.7
Two	15.5	8.5	19.7
Three	8.5	1.4	14.1
Four or more	8.5	2.8	14.1

N = 71 Mean (total staff) = 2.5

Table Series I.C
PARTICIPANT EDUCATIONAL BACKGROUND

Table I.C.1

HIGHEST LEVEL OF EDUCATION

Education	Percentage
Grade 9 or less	2.6
Some high school	10.5
High school diploma	27.6
Some post-secondary	43.4
College diploma	10.5
University degree	5.3

N = 76

Table I.C.2

POST SECONDARY DEGREE COURSES

Courses	Percentage
Never taken	47.3
Currently enrolled	18.9
Took within last 5 years	16.2
Took more than 5 years ago	17.6

N = 74

Table I.C.3

LIBRARY RELATED COURSES

Courses	Percentage
Never taken	55.3
Taken at SAIT	30.3
Taken at Grant MacEwan	2.6
Taken elsewhere	11.8

N = 73

Table I.C.4

TYPE OF LIBRARY RELATED COURSES

Courses		Percentage Who Had Taken
SAIT		
ENGL 121	Writing fundamentals	0
ENGL 122	Introductory report writing	0
LIT 120	Introduction to libraries	19.7
LIT 123	Acquisitions	1.3
LIT 124	Arrangement of materials I	7.9
LIT 221	Circulation systems	3.9
LIT 224	Arrangement of materials II	9.2
LIT 232	Library marketing	2.6
LIT 527	Children's materials	11.8
GMCC		
LT 105.3	Technical processing I	2.6
LT 205.3	Technical processing II	2.6
OTHER		10.5

N = 76

Table Series I.D
PROGRAM CONSIDERATIONS

Table I.D.1

PRIMARY REASONS FOR ENROLLING

Reason	Percentage Indicating Reason
Personal interest	8.1
Improve ability to perform job	70.2
Enhance job or promotion prospects	16.2
Obtain certificate	17.6
Obtain degree or diploma	6.8
Employer's request	6.8

N = 74

Table I.D.2

ANTICIPATED STUDY PROBLEMS

Problems	Percentage Indicating Problem
No problems expected	57.9
Family committments	16.0
Job, business, farm committments	8.0
General time constraints	12.0
Type of material	1.3
Too long out of school	17.3

N = 75

Table I.D.3

EMPLOYER ATTITUDE TOWARD PROGRAM

Attitude	Percentage
Very supportive	69.0
Supportive	28.2
Neutral, does not seem to care	2.8
Not very favorable	0
Definitely against my participating	0

N = 71

Table I.D.4

EVIDENCE OF EMPLOYER SUPPORT

Type of Support	Percentage Indicating Support
Pays me to attend classes during working hours	33.3
Pays to attend classes outside working hours	3.9
My working hours are adjusted to enable classes (no pay)	6.9
Pays higher salary upon completion of program	5.3
Pays for course fees	61.1
Provides verbal or written encouragement	48.6
Pays mileage	2.6
Other	2.6

N = 72

Table Series I.E
PARTICIPANT ATTITUDES

Table I.E.1

PERCEPTION OF COMMUNITY VIEW OF LIBRARY

Community View	Percentage Indicating This View
A book centre for both adults and children	48.5
A book centre for children only	30.9
A centre for general education using all media	19.1
An information centre for the whole school or for the community	45.6
A place to have meetings	11.8
A place to do school work	19.1
A cultural centre	8.8
Other	5.9

N = 68

Table I.E.2

REASONS FOR WORKING IN LIBRARY

Reason	Percentage Indicating Reason
Enjoy books	95.9
Need the money	47.9
Enjoy people	90.4
Enjoy community service	54.8
Constitutes only part of work assignment	12.3
Other	8.2

N = 73

Table I.E.3

PERCEPTIONS OF THREE MOST IMPORTANT LIBRARY FUNCTIONS

Functions	Percentage Indicating Among Three Most Important
Offer information services	68.4
Circulate books	82.9
Provide school materials	35.5
Circulate films and other library materials	22.4
Provide programs for children and young people	51.3
Act as a community centre, meeting place	3.9
Provide programs for adults	6.6
Provide interlibrary loan services	25.0
Other	3.9

N = 76

Table I.E.4

TIME CONSUMING ACTIVITIES--THREE MOST IMPORTANT

Activities	Percentage Indicating Ideally	Actual
Helping adults/teachers	45.6	30.3
Checking out books	23.5	55.7
Helping children/students	79.4	30.3
Cataloging and classifying books	41.2	58.6
Shelving books and keeping the library tidy	13.2	32.9
Selecting/purchasing books and other materials	32.4	27.1
Providing program for children and young adults	39.7	14.3
Maintaining library records	10.3	17.1
Providing outreach services	4.4	1.4
Providing interlibrary loan services	7.4	4.3
Other	2.9	4.3

N = 70

Table I.E.5

ALLOCATION OF EXTRA 300 DOLLARS (ONE CHOICE)

Allocation	Percentage
Hire temporary assistants so you could catch up on cataloging	11.4
Hire assistants to do the cataloging	5.7
Hire assistants to build a pamphlet/picture file	2.9
Select expensive books you could not otherwise afford	2.9
Select books to fill gaps in the collection that you have already identified	41.4
Select a large number of paperback books on sale from book stores	4.3
Buy a new set of encyclopedias	5.7
Do some physical renovation on the building to make it more attractive	2.9
Plan a special program and publicize it	7.1
Design and distribute some library publicity	8.6
Other	7.1

N = 70

Table Series II
Comparison of Test Group to Overall Sample of Librarians

Table II.1

COMPARISON OF TEST GROUP TO OVERALL SAMPLE (1)

Variable	Test Group	Overall Sample	Statistically Significant Difference ($p < .05$)
Percentage school libraries	53.5	61.7	NO
Number of books	9267.4	7964.9	YES
Number of periodicals	26.7	25.0	NO
Number of audio-visual items	252.5	175.4	NO
Individual work hours per week	23.2	21.3	NO
Individual years of service	5.0	6.3	YES
Percentage in 30-49 age category	75.0	56.0	YES
Percentage with more than high school diploma	59.2	62.5	NO

(1) Difference-of-means tests and difference-of-proportions tests used as appropriate (See: H. Blalock, **Social statistics** (Toronto: McGraw-Hill, 1972), especially chapter 13).

APPENDIX D
STUDENT ASSESSMENT FORM

Name _____

Course title _____ Date: _____

Instructor/Tutor Name _____

Delivery Method:

Correspondence [ ] Teleconference [ ] On-site instructor [ ]

It is difficult to rate a course separately from its delivery system and its instructor. However, we have divided this form into three parts in order to better identify areas that are effective and those areas that need improvement. Hence we ask you to try to analyse each of these components: the course materials themselves, the method through which you were taught, and the qualities of the instructor or tutor.

COURSE MATERIALS

1. Overall, how would you rate the course materials?

Very good	Good	O.K.	Not very good	Terrible
[ ]	[ ]	[ ]	[ ]	[ ]

Comments: _____

_____

2. In terms of understandability, how would you rate the written materials?

Very good	Good	O.K.	Not very good	Terrible
[ ]	[ ]	[ ]	[ ]	[ ]

Comments: _____

_____

3. How would you rate the quality of the printing?

Very good [ ] Good [ ] O.K. [ ] Not very good [ ] Terrible [ ]

Comments: _____

_____

4. Did you receive the materials on time?

Yes [ ] No [ ]
Arrived on time, but would have preferred getting them earlier [ ]

Comments: _____

_____

5. How well were the purpose and content of the course explained?

Very well [ ] Well [ ] O.K. [ ] Not very well [ ] Terrible [ ]

Comments: _____

_____

6. Was the material presented in a logical step-by-step sequence?

Very logical [ ] Logical [ ] O.K. [ ] Not very logical [ ] Terrible [ ]

Comments: _____

_____

7. How up-to-date was the material?

Very up-to-date [ ] Up-to-date [ ] Not very up-to-date [ ] Really old stuff [ ]

Comments: _____

_____

8. How comprehensive was the material?

Too comprehensive [ ] About right [ ] Not comprehensive enough [ ] Terrible [ ]

Comments: _____

_____

9. How relevant was the course for you?

Very Relevant [ ] Relevant [ ] Not very relevant [ ] Terrible [ ]

Comments: _____

_____

10. In terms of **content**, how appropriate were the assignments?

Very appropriate [ ] Appropriate [ ] Not very appropriate [ ] Terrible [ ]

Comments: _____

_____

11. In terms of **length**, how appropriate were the assignments?

Very appropriate [ ] Appropriate [ ] Not very appropriate [ ] Terrible [ ]

Comments: _____

_____

12. How interesting were the assignments?

Very interesting [ ] Interesting [ ] O.K. [ ] Not very interesting [ ] Terrible [ ]

Comments: _____

_____

13. How clearly were you informed of subject assignments, weights, and due dates?

Very clearly [ ] Clearly [ ] Not very clearly [ ] Did not know at all [ ]

Comments: _____

_____

14. If audio-visual materials were used, how would you rate their quality?

Not used [ ] Very good [ ] Good [ ] O.K. [ ] Not very good [ ] Terrible [ ]

Comments: _____

_____

15. How accessible was necessary audio-visual equipment?

Not used [ ] Very accessible [ ] Accessible [ ] Not very accessible [ ] Not accessible at all [ ]

Comments: _____

_____

16. How well did the tests measure your achievement?

Very well [ ] Well [ ] O.K. [ ] Not very well [ ] Terrible [ ]

Comments: _____

_____

17. If a text book was used, how would you rate it for effectiveness and applicability? Not used [ ]

Very good [ ] Good [ ] O.K. [ ] Not very good [ ] Terrible [ ]

Comments: _____

_____

DELIVERY METHOD

1. Were there any difficulties with equipment (telephone lines, bridge lines, convenor, a.v. equipment)?

   Many problems [ ] Some problems [ ] Few Problems [ ] No Problems [ ]

   Comments: _____

   _____

2. Was use of the postal system a problem?

   Always [ ] Sometimes [ ] Rarely [ ] Never [ ]

   Comments: _____

   _____

3. Were there problems in your traveling to the necessary location?

   Always [ ] Sometimes [ ] Rarely [ ] Never [ ]

   Comments: _____

   _____

4. Were there problems with the time of the class, or the timing of phone calls from the tutor?

   Always [ ] Sometimes [ ] Rarely [ ] Never [ ]

   Comments: _____

   _____

5. Were there problems with the classroom itself?

Always	Sometimes	Rarely	Never
[ ]	[ ]	[ ]	[ ]

Comments: _____

_____

6. Were there problems with trying to create a study environment at home?

Always	Sometimes	Rarely	Never
[ ]	[ ]	[ ]	[ ]

Comments: _____

_____

INSTRUCTOR/TUTOR

1. How would you assess the instructor/tutor's knowledge of the subject?

Very knowledgeable	Knowledgeable	Not very knowledgeable	Hasn't a clue
[ ]	[ ]	[ ]	[ ]

Comments: _____

_____

2. How would you assess the instructor/tutor with respect to his preparation for the class or discussion session?

Well prepared	Adequately prepared	Not prepared enough	Not prepared at all
[ ]	[ ]	[ ]	[ ]

Comments: _____

_____

3. How would you assess the instructor/tutor's availability to help students at unscheduled times?

Most willing to help	Offers Adequate help	Does not seem willing	Is difficult to reach	Could never be reached
[ ]	[ ]	[ ]	[ ]	[ ]

Comments: _____

_____

4. How would you rate the promptness with which your assignments and tests were marked and returned?

Very prompt	Prompt	Usually late	Always late
[ ]	[ ]	[ ]	[ ]

Comments: _____

_____

5. How would you rate the instructor/tutor's ability to explain points?

Very Good	Good	O.K.	Not very Good	Terrible
[ ]	[ ]	[ ]	[ ]	[ ]

Comments: _____

_____

6. How would you rate the instructor/tutor's ability to motivate you?

Very Good	Good	O.K.	Not very Good	Terrible
[ ]	[ ]	[ ]	[ ]	[ ]

Comments: _____

_____

7. What are the strong characteristics which this instructor/tutor possesses?

_____

_____

_____

8. In what areas could the instructor improve?

_____

_____

_____

What did you like best about the whole course?

_____

_____

_____

_____

_____

OTHER COMMENTS AND SUGGESTIONS ABOUT ANY AREA:

_____

_____

_____

_____

_____

_____

APPENDIX E
FORM FOR THOSE WHO DO NOT COMPLETE COURSES

RURAL LIBRARY TRAINING PROJECT

Although you have not completed the course in which you were enrolled, would you please take a few minutes to fill out the following form. It will help us evaluate the pilot project and also to improve the course materials and delivery.

1. Why did you not complete the course? (Please check all that apply)

I already have library training ..... [ ]
I would prefer to get a library technician diploma ... [ ]
No support from employer ..... [ ]
Too many conflicts with work and family obligations .. [ ]
Family problems (serious illness, death, etc.) ..... [ ]
Personal problems ..... [ ]
Course was too easy ..... [ ]
Course was too difficult ..... [ ]
Problem with instructor/tutor ..... [ ]
Problem with time of class ..... [ ]
Other

_____

_____

_____

Appendix E: Form For Those Who Do Not Complete Courses

2. Do you plan to enroll in the Rural Library Training Project Courses again?

No ..... [ ]
Am still enrolled in one course ..... [ ]
Will take this same course again ..... [ ]
Will take another course next term ..... [ ]
May take other courses later on ..... [ ]
Other

_____

_____

_____

Please also fill out the following course evaluation form. Thank you for your time. We really do appreciate it.

A COOPERATIVE PROJECT

for the

DEVELOPMENT AND DELIVERY OF TRAINING

to

RURAL LIBRARY STAFF ACROSS ALBERTA

EXTERNAL EVALUATION OF PHASE TWO/THREE

FIRST INTERIM REPORT

Submitted to:
Program Planning and Development Branch
Alberta Advanced Education

Submitted by:
Allen Ponak, Ph.D.
Associate Professor
Faculty of Management
University of Calgary

October 1985

RURAL LIBRARY TRAINING PROJECT
EXTERNAL EVALUATION OF PHASE TWO/THREE
FIRST INTERIM REPORT

Phases Two and Three overlap and are not scheduled for full completion until August 1986. Some objectives have already been completed while others are still in progress.

Phase Two Objectives

Settle the credentialling issues with major stakeholders and the advisory committee.

This objective has not yet been achieved, but significant progress has been made. In particular, the proposed curriculum has been submitted to the stakeholders and will be subject to continuing discussion. A satisfactory resolution of this issue appears likely.

Outline a basic curriculum based on survey data and consultant input.

Develop design parameters and write specific objectives for each instructional unit.

These objectives have been achieved. A curriculum has been approved and design parameters and course objectives developed. Significant levels of consultation and appropriate use of the survey data generated in Phase One contributed to the successful achievement of these two objectives.

Determine relevant courses already available in the province and review existing relevant material, deciding its potential for modification and use in distance mode.

This objective has been achieved. Certain SAIT and GMCC courses have been incorporated into the curriculum with appropriate credit modifications. In addition, a review of courses available in other provinces (in particular, British Columbia and Nova Scotia) and other Alberta institutions was undertaken and a determination made of their applicability.

Contract and orient content experts in development of instructional units.

Significant progress has been made. Contracts have been negotiated for six courses so far. The qualifications of the course authors are impressive and are appropriate for the task. The management team's adoption of the two stage contract approach instituted at Athabasca University is to be commended.

Write, edit, and produce courseware, including audio, visual, and graphic support materials, in a from suitable for field testing.

This objective has been partially completed. Three courses have been produced so far, and three more are currently being written. Although the initial courses are primarily print-based (because of the short development timelines) the management team plans to incorporate nonprint support materials during the revision of these courses. In my opinion, satisfactory progress on this objective is being made.

Develop competency-based course evaluation instruments, including pre-tests and post-tests for each instructional unit.

This objective has been met. Appropriate instruments have been developed and are in place. They will be used as courses are completed. A database for the evaluation process has been designed and initiated.

Revise the field-tested courses and begin to develop the balance of the courses.

This objective cannot be achieved until courses are completed. However, the necessary ingredient for achieving this objective is in place: evaluation instruments have been designed and a student database initiated.

Determine possible cost-effective delivery methods.

Satisfactory progress on this objective is being made. Three different delivery modes are being tested and cost comparison procedures are being developed.

Establish nature of cooperation among other institutions.

Satisfactory progress on this objective is being made. Delivery of the pilot test is contingent on adequate cooperation from institutions in the pilot test areas. Some problems have been discovered and are in the process of being resolved. The experience from the pilot test should prove valuable in indicating the kind of cooperation that can be anticipated and the kind of problems that are likely to be encountered in the future.

Phase Three Objectives

Select field test sites, considering the mode of instruction, the delivery system, and the availability of adequate numbers of student (in the pilot phase, a variety of delivery methods may be tested involving a group physically located in one area and a group widely scattered geographically).

This objective has been achieved. Three field sites have been selected on the basis of criteria appropriate to a pilot test program of this nature (e.g., nature of the population, library mix, student selection method).

Deliver courses to the sites selected.

Courses are currently being delivered to the chosen sites.

Evaluate the effectiveness of the courses delivered using the pre-test and post-test evaluation instruments.

The necessary evaluation instruments have been designed and are in place. As well, the development of a student database will enable analysis of course effectiveness according to sample population characteristics.

Make recommendations based on the tested modes of instruction and delivery for the establishment of the post-project delivery system and network.

Achievement of this final objective follows logically from successful completion of the other objections.

In conclusion, it is my opinion that the stated objective of Phases Two and Three either have been satisfactorily met or that appropriate action likely to result in achievement of objectives have been undertaken. I have been especially impressed with the degree to which the members of the management team have used the extensive data generated in Phase One, the degree to which they have engaged in meaningful consultation with informed parties and key stakeholders, and the extent to which they have closely monitored development at the test sites.

It is my strong belief that the Project is on target and that the management team is delivering what it promised to deliver. I have great confidence in the ability of the management team to successfully complete the program and continue to be very impressed, in particular, with the competence, energy, and motivation of the Program Supervisor (Gary W. MacDonald) and Project Coordinator (Marilyn Ming).

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